

# Graduation Standards



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Windham High School

# Proficiency-Based Learning Simplified

The Cross-Curricular Graduation Standards are drawn from the Guiding Principles of the Maine Learning Results, which include the Common Core State Standards and are anticipated to include the Next Generation Science Standards, and relevant national college- and career-ready standards documents.

The Content-Area Graduation Standards are drawn from the Maine Learning Results, the Common Core State Standards, the Next Generation Science Standards, and relevant national college- and career-ready standards documents.

Required for Graduation	Reporting Method		Assessment Method
YES	Transcript	<b>Cross-Curricular Graduation Standards</b> 5-8 school-wide standards	<b>Demonstration by Body of Evidence</b> Portfolios, exhibitions, and other culminating demonstrations of learning are assessed
YES	Transcript <i>and</i> Report Cards	<b>Content-Area Graduation Standards</b> 5-8 standards per content area	<b>Verification and Proficiency</b> Student progress toward the achievement of standards is determined and reported
NO	Progress Reports	<b>Performance Indicators</b> 5-10 indicators per content-area standard	<b>Common School-Wide Assessments</b> Common summative assessments ensure greater consistency in the evaluation of student learning
NO	Feedback to Student	<b>Unit-Based Learning Objectives</b> Guided by essential questions, teachers use daily learning targets to create progressions that move students toward the demonstration of performance indicators	<b>Formative Teacher Assessments</b> Ongoing formative assessment is used to evaluate student learning progress

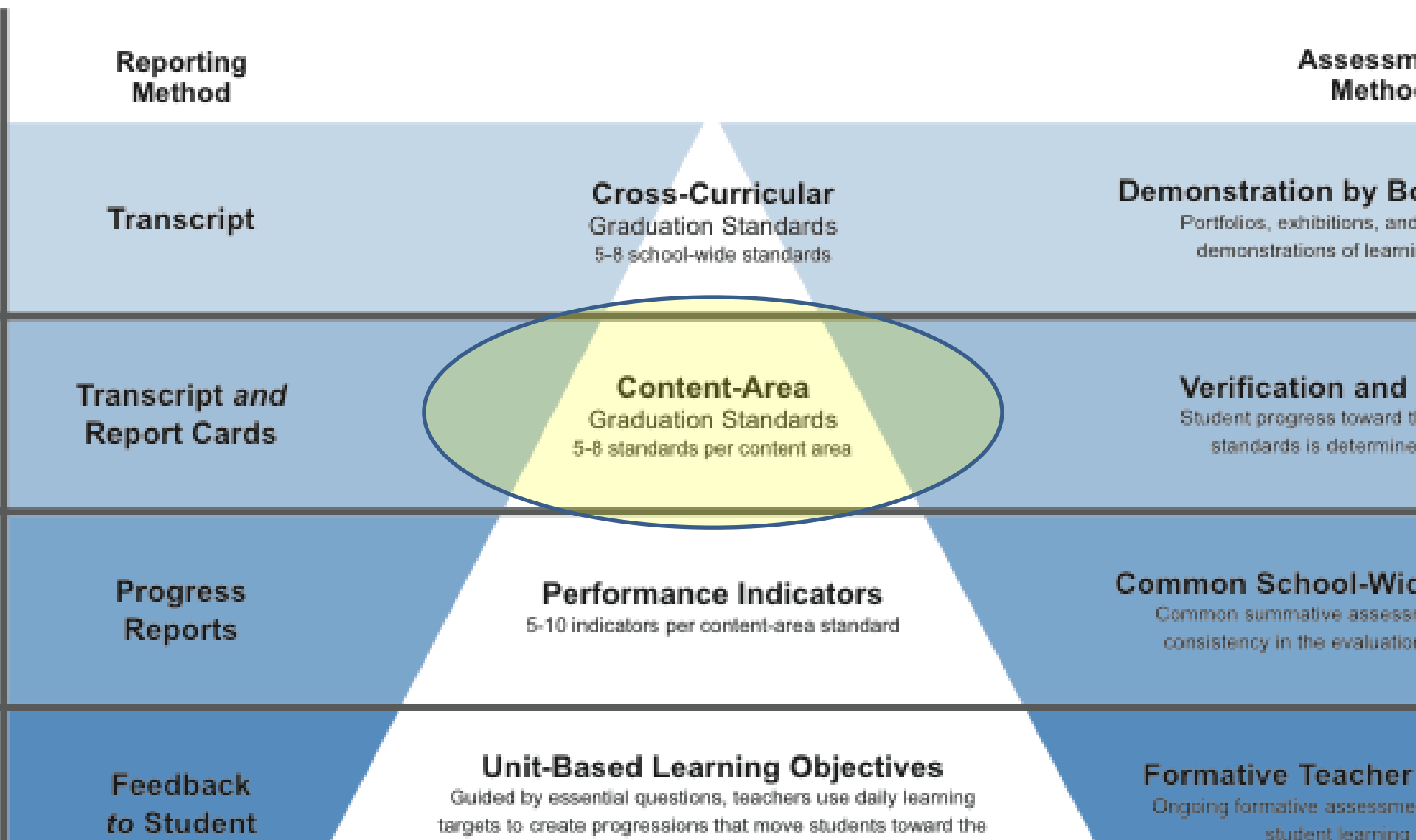
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# A Graduation Standard Is...

A standard that focuses instruction on the most foundational, enduring, and leveraged concepts and skills within a discipline.

# A Graduation Standard Is...

## **Health Education:** Health Promotion and Risk Reduction

Students demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

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# A Performance Indicator

Describes or defines what students need to know and be able to do to demonstrate mastery of a standard.



# A Good Performance Indicator

## Answers:

“What do we want students to understand and be able to use several years from now, after they have forgotten the details?”

# A Performance Indicator Is...

## Health Education: Healthy Practices and Behaviors

Students demonstrate healthy practices and/or behaviors to maintain or improve the health of self and others in each of the following areas: healthy eating; physical activity; tobacco, alcohol, and other drug use prevention; and prevention of STDs, HIV and unintended pregnancy.(C1, 9 - Diploma).

# A Performance Indicator

The aggregation of mastery on these performance indicators measures whether a student has met the graduation standard.



Graduation Standard



Performance Indicator



Learning Target



## Windham High School Graduation Standards

### Health Education - Draft

*The RSU14 Health Curriculum Leaders in grades 9-12 developed the following Standards and Performance Indicators. These individuals used resources from the Maine State Learning Results and Great Schools Partnership to identify the end of 12<sup>th</sup> grade performance indicators.*

#### **STANDARD**

#### **PERFORMANCE INDICATORS**

##### **A. HEALTH CONCEPTS**

Students comprehend concepts related to health promotion and disease prevention to enhance health. (MLR A)

1. Predict how the following impact health status; a. analyzing individual responsibility b. barriers to healthy behaviors c. personal susceptibility and potential injury for illness.(MLR A1)
2. Analyze the interrelationships of physical, mental/ intellectual, emotional and social health.(MLR A2)
3. Explain causes of common diseases, disorders, and other health problems and propose ways to reduce prevent or treat them. (MLR A3)
4. Analyze and describe how the environment, genetics, family history, and access to health care, are interrelated and can impact personal health. (MLR A4)
5. Describe the characteristics of human growth and development through the various stages of life. (MLR A5)
6. Analyze complex health concepts related to family life; nutrition; personal health; safety and injury prevention; and tobacco, alcohol and other drug use prevention. (MLR A6)

##### **B. HEALTH INFORMATION, PRODUCTS, AND SERVICES / INFLUENCES ON HEALTH**

Demonstrate the ability to access valid health information, products and services and analyze influences to enhance health. (MLR B, D)

1. Evaluate the validity and accessibility of health information, products and services. (MLR B1)
2. Determine when professional health services may be required and access valid and reliable health information, products and services. (MLR B2)
3. Analyze and evaluate influences on health and health behaviors. (MLR D1)
4. Investigate how public health policies and government regulations can influence health promotion and disease prevention (MLR D1f)
5. Evaluate the impact of technology, including medical technology, on personal, family, and community health. (MLR D2)

##### **C. Communication and Advocacy Skills:**

Students demonstrate the ability to use interpersonal

1. Demonstrate healthy practices/behaviors to maintain or improve the health of self and others (MLR C1)
2. Demonstrate a variety of behaviors to avoid or reduce health risks to self and others (MLR C2)

## STANDARD

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## STANDARD

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